

CENTRE FOR TECHNOLOGY ASSISTED LEARNING (CenTAL)

ANNUAL REPORT 2009

EXECUTIVE SUMMARY

CenTAL's **vision** is aligned with the vision of the University and reads as follows: *"We strive to cultivate excellence in learning, teaching and assessment through the innovative and optimal use of technology through continuous research and development activities."*

The vision should become a reality through the implementation of the following mission statements:

- *To become fully involved in enhancing all the vocational and academic programmes by driving innovation in their offerings with the assistance of appropriate learning technologies on all four campuses.*
- *To practice distinguished scholarship and to carry out relevant research in promoting the innovative use of available technologies to enhance the learning experience of all students at UJ.*
- *To put intellectual capital (human, structural and client) to work in UJ to the benefit of all our stakeholders by sharing knowledge, expertise and experiences.*

The **core business** of CenTAL is **focused on** the professional development of academic staff by developing, supporting and building capacity with regard to the implementation of sound educational principles in their learning and teaching practices. This includes the analyses of the respective modules' outcomes and associated identification of meaningful opportunities to integrate and optimise innovative technology-assisted learning (TAL) activities or authentic learning tasks such as the implementation of problem-based learning to engage students in a blended learning environment (also in support of UJ's teaching and learning philosophy). This approach is crucial to ensure the enhancement of the students' learning experiences and to provide more and more varied learning and assessment opportunities across all campuses and for students on different year levels. It is also important to note the additional increased use of Turnitin (Tii) as well as the alarming increase in the percentage of students who received originality reports in the category between 75 and 100%. It is therefore also recommended that UJ and its faculties and departments should revisit the consistent implementation of their contextualised policies in line with UJ's plagiarism policy.

Activities in the online learning environment has grown exponentially over the last two years and this is mainly due to a substantial increase in lecturers (76% representing 4 000 instructors, inclusive of staff and tutors who have been assigned designer or teacher roles in the LMS) and students (87% representing almost 40 000 students) utilising the learning management system (LMS). This growth is, at least partially, the result of CenTAL's former stronger strategic position within UJ: CenTAL had until February 2008 an Executive Director who was part of the ELG and the conceptualisation of what we have today was driven by the ELG as a UJ priority. An integrated approach dealing with ICT infrastructure, computer access for lecturers and students and adequate allocation of human, structural and financial resources is required to sustain the competitive advantage we have been able to build for UJ in this area. CenTAL has facilitated this exponential growth through increased productivity and still operates with about the same number of staff members as two years ago. This situation has led to severe pressure on staff and we have

over the last two years experienced a substantial increase in staff turnover. It is for this reason that CenTAL believes it should prompt the ELG to, in their further institutional planning, take note and please also react to the staffing requirements for CenTAL, thereby ensuring a further growing, sustainable and value-adding online learning environment.

The exponential growth of online learning as an integrated part of UJ's teaching and learning strategy has been of such an extent that it warrants urgent attention and focussed institutional planning to ensure UJ's competitive advantage and image as an institution for the preferred student experience.

CenTAL started towards the end of the second semester to build capacity with four staff members to become involved with student training and support in the computer laboratories on the different campuses. This strategy and initiative is also in line with the needs of the students given during feedback surveys and interviews during CenTAL's self-evaluation review and consecutive improvement plan that was submitted to the SQC in May 2009.

The **core business** of CenTAL is **rolled out** through a variety of focused activities and interactions with academic and other staff members and students of UJ, external stakeholders and peers of other institutions, of which the following actions are highlighted:

- The documentation of at least one success story, outlining the use and integration of a specific functionality in the Edulink learning management system, within the learning and teaching environment of a specific module in collaboration with the lecturer of that module, per semester per faculty. These success stories are available on the CenTAL website and in the Edulink online resources area.
- The Hero's Journey targeting lecturers to be students in this accredited and authentic short learning programme (NQF level 7 and 10 credits). The programme focuses on and models the design and development of technology-assisted learning (TAL) in a blended learning environment.
- Regular professional development (PD) theme-based workshops for academic (and other) staff members, tutors and student assistants.
- Raising the awareness of lecturers about the functions and availability of Turnitin (a seamless integrated PowerLink with Edulink) and to teach students about plagiarism, academic literacy and integrity and how to use it to generate an originality report when submitting their assignments and other academic work.
- Computer and Edulink training sessions for first-year students and other groups of senior students on all campuses on request from individual lecturers.
- Ongoing and daily development and support for lecturers and students who are using TAL in a variety of ways and according to their needs, e.g. activation of modules and access for students.
- Ensuring that the mission-critical learning management system, Edulink, and other related educational technologies (including PowerLinks such as Respondus, LockDown Browser and Turnitin) are accessible and available, working towards uptime 24x7x365 days.
- The video studio, computer training room and videoconference venue on APK (and DFC) which are used for a variety of training sessions, meetings and other activities. We've also embarked for the first time on a project with a private training institute, ICP, for developing video-based learning materials.
- Only a few learning material projects, including the development of campus specific CD-ROMs for library orientation of students.

- The implementation and support of a variety research, development and innovation initiatives and strategies to improve our own teaching, development, training and support practices and contributions towards lecturers' effective use of TAL.
- CenTAL staff members attending and contributing with papers in several local and international conferences organised in South Africa and abroad.
- CenTAL staff members co-authoring a publication which will appear in 2010 in an accredited journal and book.
- Two successful colloquiums hosted by the Universities of the Free State and Johannesburg respectively and linked to the Developmental Study towards effective practices in technology-assisted learning in collaboration with twelve other South African universities and Edge Hill University in the United Kingdom.
- ITS_UP_TU_UJ_ and US and Bloem (and UL) collaborative meetings with focus on specific areas: One hosted by UP in May and one by UJ in October.

The CenTAL Self-evaluation Review (SER) took place in August 2008 and the report from the external panel was received in November 2008. Based on this report, CenTAL submitted an improvement plan to the Senate Quality Committee (SQC) in April 2009. The implementation of this improvement plan (including actions, responsible staff members and associated timelines) was monitored and discussed on a regular basis at the ADS Quality Promotion Committee and CenTAL's staff meetings. A progress report needs to be submitted to the SQC by April 2010.

The SER report recommended the establishment of an advisory board for CenTAL which was approved by Senate in October 2008. There were four quarterly meetings scheduled for 2009 of which three took place. An ICT subcommittee of the Senate Teaching and Learning Committee, as recommended by UJ's Teaching and Learning Strategy, was also established and met quarterly. Several key stakeholders, including representatives from all nine faculties, the CIO (from ICS), EDs of the Research division and of the Library and Information Centre and directors of General Administration and CenTAL constitute this committee. The chairperson of both the Advisory Board and ICT subcommittee is the ED: ADS, although the DVC: Academic chaired the first two meetings of the ICT subcommittee.

STRATEGIC THRUSTS FOR 2010

The implementation of the following strategies:

- The identification of at least three modules per faculty, linked to predefined criteria, for focused engagement with the lecturer(s) to ensure the implementation of effective learning and teaching practices, while integrating TAL in those modules. At least one of these modules will be documented and will also become the success story of that faculty during the first semester.
- The EdulinkNextGen pilot project during the second semester in preparation of the full roll-out of the new version of Edulink in January 2011. This project starts with the identification of at least three lecturers or modules per faculty (ideally on different campuses) to become involved. An integrated and complex project plan with different key focus streams has been drafted, a core team has been compiled and this team has weekly project meetings. Several PD workshops and training sessions for lecturers and students in the new system are planned, starting from middle March 2010.
- The Hero's Journey (authentic, accredited short learning programme for lecturers) which will focus on curriculum development) starting in May.

- Ongoing computer and Edulink training opportunities for student development and support on all campuses; also part of extended first-year orientation and first-year experience initiatives, especially during the first semester.
- Educational professional development workshops for lecturers, while focusing on effective teaching and learning practices integrating TAL (Kick-start Rendezvous and Brown Bag Lunches).
- Renewed and additional focus on the use of Turnitin (Tii) to ensure that staff and students are more aware of plagiarism to enhance the development of students academic literacies and ensure high standards of academic integrity of the institution.
- Change management strategies as part of an ongoing process for CenTAL's internal changes in processes and focus areas as well as integral to PD interactions with all lecturers, during student training sessions and with other key role players at UJ.
- Promotion of educational research, development and innovation activities of CenTAL staff, especially in collaboration with lecturers to contribute to the body of knowledge on TAL-related interventions and effective learning and teaching practices in TAL.
- Ongoing support and access to assistive technologies with regard to people with disabilities in collaboration with the Unit for People with Disabilities.
- The kick-off of the community engagement project at Melville Primary School.

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1. STRATEGIC PLAN AND GOALS

CenTAL's vision

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CenTAL had a strategic planning workshop on 1 December 2008 to start formulating strategies for 2009. The refinement of these formulated strategies and the formulation of goals for 2009 took place at another workshop on 12 March 2009.

CenTAL's mission

- (1) **To become fully involved in enhancing all the vocational and academic programmes by driving innovation in their offerings by the integration of appropriate learning technologies with teaching and learning practices on all four campuses.**

Strategic goals	Person(s)	Target date
Tracking data from Edulink per faculty/department for comparative analysis and follow-up strategies for the second semester.	Karin to Instructional Designers	30 April
Targeting new staff – get a list of academic staff from PASD.	Vicki gets list from Charlotte	16 March
Share our success stories: <ul style="list-style-type: none">• Success stories (improvement of teaching, learning and assessment) on website• Faculties' stories also on their websites with a link to the CenTAL website• "Did you know?" link on Edulink, presenting problems and solutions experienced on Edulink, thus creating an Edulink support forum	Send to Franci, Retha will check language and Anna will upload Marlena and Franci Erika, Anna (website) Karin, Robert to all the lecturers	31 July 31 August Monthly

- (2) To practice distinguished scholarship in promoting the innovative and educationally sound use of available technologies to enhance the learning experience of all students at UJ.**

Strategic goals	Person(s)	Target date
Re-evaluate professional development workshops and support to lecturers for continuous improvement.	Instructional Designers	Ongoing
Re-evaluate student and tutor TAL training and support for continuous improvement.	Instructional Designers and Instructional Developers	Ongoing
Re-evaluate the Hero's Journey (short learning programme for professional development of lecturers on the optimal integration of TAL in a blended learning environment, based on sound educational principles).	Instructional Designers	Ongoing
Become actively involved in the roll-out and implementation of the UJ teaching and learning strategy (including the teaching philosophy and other related aspects).	Instructional Designers	Ongoing
Engage in relevant research and developmental activities, such as conference participation, presenting of papers, the writing of academic publications, etc.	All staff members	Ongoing
Identify future developmental needs of lecturers.	Team – drivers are Arno and Najma	Send out by end of September
Professional personal development.	All staff members	Ongoing

- (3) To put intellectual capital (human, structural and client) to work in UJ to the benefit of all our stakeholders by sharing knowledge, expertise and experiences.**

Strategic goals	Person(s)	Target date
Generate user profiles based on tracking data per instructor for comparative analysis and follow-up strategies for the second semester.	Ferdinand to Instructional Designers – already to Arno and Najma	15 April
Regular meetings with and feedback to and from stakeholders.	Relevant role players	Monthly

2. EMPLOYEE PROFILE ANALYSIS

The online learning environment has grown exponentially over the last two years especially referring to the substantial increase in lecturers (76% representing 4 000 instructors) and students (87% representing 40 000 students) utilising the learning management system (LMS). This growth is probably the result of CenTAL's previous strong strategic positioning within UJ. An integrated approach dealing with ICT infrastructure, computer access for lecturers and students and adequate allocation of human and financial resources is required to sustain UJ's competitive advantage.

Unfortunately, over the past two years, CenTAL could not manage at any one time to fill all vacant positions, either because of too specialised skills needed, e.g. the system administrator or perhaps people are leaving because of a too high and ongoing increased workload or finding better opportunities outside CenTAL or UJ.

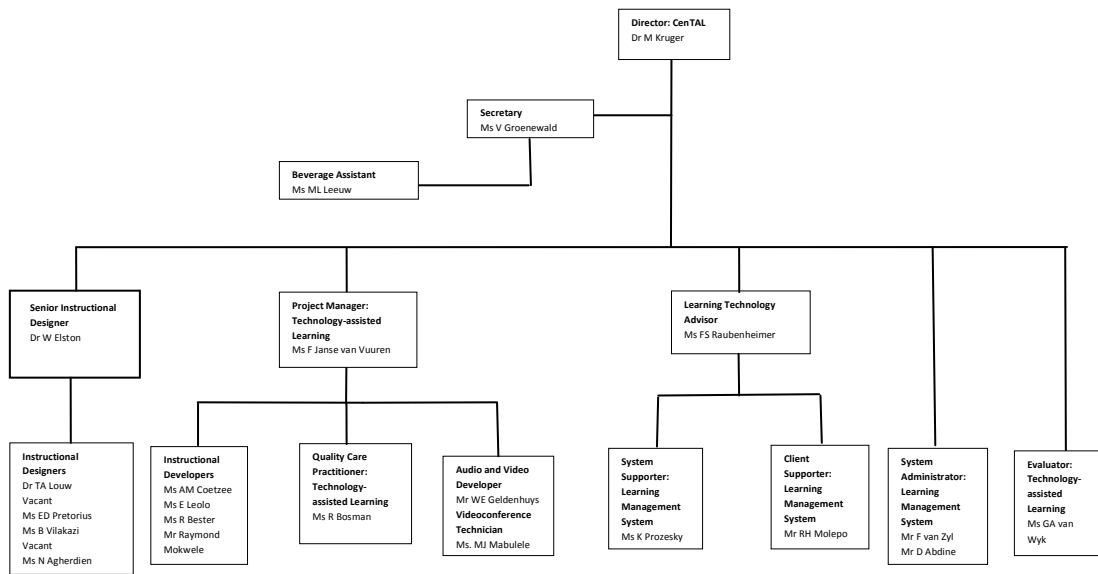
At the beginning of 2009, CenTAL received two staff members based on the DFC, namely Ms Julia Mabulele (videoconference technician) and Mr Raymond Mokwele (multimedia designer) as a result of the unbundling of the Creative Services department. There were also three new appointments made during 2009. After the resignation of one of the instructional developers, it was decided that because of the huge increase in users of the LMS and the severe pressure experienced by the support group, this post must ideally be changed to a Senior Client Supporter. Because of the cumbersome HR and financial processes, it was decided to make a temporary appointment for six months from October 2009 against this post. The resignation of Mrs Erika Raubenheimer in the post of Learning Technology Advisor by the end of December 2009 also urged another round of regrading of the post since this was the only management post that was not on a post level 6 after harmonisation. The position of the second System Administrator was advertised four times over a period of 18 months but unfortunately this position could not be filled with a person with the required minimum skills. At last a person was temporarily appointed for a 13 month contract from October 2009. Mrs Rina du Randt also resigned at the end of August 2010, but was helping us out on an hourly basis during September and October.

CenTAL had at the end of 2009 22 staff members of which 20 (one half-day position) were in permanent positions and two in temporary or contract positions as well as two vacant instructional designers' positions which were advertised. (One was filled from 1 January 2010.)

A breakdown by gender and race of this effective total situation is given in the following table, indicating the year-end situation (2009).

	AFRICAN	COLOURED	INDIAN	WHITE
Female	4	1		11
Male	2	1		3
Total	6	2		14

Populated Organogram for CenTAL (December 2009)



3. CLIENT PROFILE AND CORE BUSINESS ANALYSIS

The **core business** of CenTAL is **focused on** the professional development of academic staff by developing, supporting and building capacity with regard to the implementation of sound educational principles in their learning and teaching practices. This includes the analyses of the respective modules' outcomes and associated identification of meaningful opportunities to integrate and optimise innovative technology-assisted learning (TAL) activities or authentic learning tasks such as the implementation of problem-based learning to engage students in a blended learning environment (also in support of UJ's teaching and learning philosophy). This approach is crucial to ensure the enhancement of the students' learning experiences and to provide more and more varied learning and assessment opportunities across all campuses and for students on different year levels.

The following subheadings and its associated summaries give a better overview and analysis of CenTAL's core teaching and learning development activities for lecturers and associated role players such as tutors, student assistants and other administrative staff members.

3.1 Professional development (PD) of academic and other staff members

CenTAL facilitated several theme-based and customised workshops (according to the clients' needs) focusing on the applicable educational principles while introducing different functionalities of the Edulink Learning Management System (LMS), and other educational technologies such as videoconferencing and the use of personal digital assistants (PDAs). The theme-based workshops are sorted in two main focus areas:

- The Kick-start Rendezvous workshops give an overview of the functionalities of the Edulink LMS and how to integrate TAL, especially the design of engaging learning activities.
- The Brown Bag Lunch workshops focus on the in-depth usage (WHY? and HOW?) of the individual functionalities and other educational technologies and social networking tools.

Professional development activities

EDULINK KICK-START WORKSHOPS

Date	Time	Campus	Instructional Designer and Instructional Developer
03.02.2009	09:00 – 12:00	APK	Rina Durandt and Anna Coetzee
04.02.2009	09:00 – 12:00	APB	Najma Agherdien and Emily Leolo
05.02.2009	09:00 – 12:00	DFC	Erika Raubenheimer and Raymond Mokwele
06.02.2009	09:00 – 12:00	SWC	Bella Vilakazi and Fatima Rahiman
16.03.2009	09:00 – 12:00	SWC	Rina Durandt and Anna Coetzee
17.03.2009	09:00 – 12:00	DFC	Arno Louw and Raymond Mokwele
19.03.2009	09:00 – 12:00	APB	Erika Raubenheimer and Fatima Rahiman
20.03.2009	09:00 – 12:00	APK	Erica Pretorius and Emily Leolo
25.05.2009	09:00 – 12:00	DFC	Bella Vilakazi and Raymond Mokwele
26.05.2009	09:00 – 12:00	APB	Erika Raubenheimer and Anna Coetzee
27.05.2009	09:00 – 12:00	APK	Najma Agherdien and Fatima Rahiman
28.05.2009	09:00 – 12:00	SWC	Erica Pretorius and Emily Leolo
20.07.2009	09:00 – 12:00	APK	Arno Louw and Emily Leolo
25.08.2009	09:00 – 12:00	APK	Bella Vilakazi and Raymond Mokwele
25.11.2009	09:00 – 12:00	APK	Wilma Elston and Anna Coetzee

EDULINK BROWN BAG LUNCH WORKSHOPS

Date	Time	Campus	Theme	Instructional Designer/Developer
09.02.2009	12:45 – 14:30	APK	1: Information and Communication tools, e.g. calendar, syllabus, goals and roster	Benita Nefdt and Anna Coetzee
12.02.2009	12:45 – 14:30	DFC	1: Information and Communication tools, e.g. calendar, syllabus, goals and roster	Najma Agherdien and Raymond Mokwele
17.02.2009	12:45 – 14:30	APB	2: Collaboration tools, e.g. mail, discussion (blogging and journaling) and announcements	Rina Durandt and Fatima Rahiman
20.02.2009	12:45 – 14:30	SWC	2: Collaboration tools, e.g. mail, discussion (blogging and journaling) and announcements	Arno Louw and Emily Leolo
03.03.2009	12:45 – 14:30	DFC	3: Learning Content tools, e.g. learning modules, file manager and selective release	Erica Pretorius and Raymond Mokwele
06.03.2009	12:45 – 14:30	APK	3: Learning Content tools, e.g. learning modules, file manager and selective release	Erika Raubenheimer and Emily Leolo
09.03.2009	12:45 – 15:30	SWC	4: Assessment tools, e.g. surveys, quizzes and self-tests and assessment manager	Najma Agherdien and Fatima Rahiman
12.03.2009	12:45 – 15:30	APB	4: Assessment tools, e.g. surveys, quizzes and self-tests and assessment manager	Bella Vilakazi and Anna Coetzee
24.03.2009	12:45 – 15:30	APK	5: Assignment tools, e.g. Turnitin (enhancing awareness of plagiarism), assignment drop box and grading form	Arno Louw and Fatima Rahiman
27.03.2009	12:45 – 15:30	DFC	5: Assignment tools, e.g. Turnitin (enhancing awareness of plagiarism), assignment drop box and grading form	Rina Durandt and Raymond Mokwele
04.05.2009	12:45 – 15:30	APB	6: Student tracking and creation of groups and grade book	Erica Pretorius and Emily Leolo
07.05.2009	12:45 – 15:30	SWC	6: Student tracking and creation of groups and grade book	Najma Agherdien and Anna Coetzee
11.05.2009	12:45 – 14:30	DFC	7: Web links, Media library, Respondus, LockDown Browser and Library Live	Erika Raubenheimer and Raymond Mokwele
14.05.2009	12:45 – 14:30	APK	7: Web links, Media library, Respondus, LockDown Browser and Library Live	Bella Vilakazi and Emily Leolo
19.05.2009	12:45 – 14:30	SWC	8: Web 2.0 and new functionalities, social bookmarking, portfolios and personal digital assistants	Erika Raubenheimer and Fatima Rahiman
22.05.2009	12:45 – 14:30	APB	8: Web 2.0 and new functionalities, social	Arno Louw and Anna Coetzee

			bookmarking, portfolios and personal digital assistants	
27.07.2009	12:45 – 15:00	APK	Learning Modules and File Manager (Content Management)	Erica Pretorius and Emily Leolo
04.08.2009	12:45 – 15:00	APK	Assignments and Turnitin	Erika Raubenheimer and Raymond Mokwele
12.08.2009	12:45 – 15:00	APK	Assessments and Respondus	Najma Agherdien and Anna Coetzee
08.10.2009	12:45 – 15:00	APK	Managing your students – Grade Books	Rina Durandt and Emily Leolo

Lecturers attended these theme-based workshops. Several customised workshops for groups of **lecturers** within their departments were held.

Name of person and topic	Dates	Dept or name(s) of lecturer(s)
Wilma Elston	21 September 2009	Kick-start – Prof Pat Tilney
Wilma Elston	10 September 2009	Moderator Training – Science Faculty reps
Wilma Elston	20 – 22 October 2009	Dr Liza Bornman – Gradebook training and assistance
Arno Louw	18 March 2009	Tutor training: Follow-up discussion with Dr Nelia Frade
Arno Louw	23 June 2009	Humanities: Psychology – Discussion on questionnaire upload and web possibilities for M-student with Dr Gerhard Schwar

3.2 Hero's Journey – an authentic, accredited short learning programme for academic staff (NQF Level 7 and 10 credit points)

The Hero's Journey is an authentic accredited short learning programme for lecturers who become students in the course which focuses on the design and development of technology-assisted learning in a blended learning environment. A pre-requisite for the programme is that academic staff who wants to enrol, should have facilitated TAL in a module for a group of students for at least one semester before embarking on this programme. Based on feedback received from the previous year's participants, some amendments were made to the curriculum and structure of the programme. The programme started in May and ran until October 2009 and one of the outcomes of the programme is the design and development of a module for implementing for students during the second semester of 2009. The programme was facilitated by the team of instructional designers and the programme is accredited by and resorts under the Department of Mathematics, Science, Technology and Computer Education within the Faculty of Education. There were nine academic staff members who fulfilled all the requirements of the programme and facilitated their module during the second semester 2009. These lecturers should receive their certificates in May 2010 during the first introductory session for the new Journeymen of 2010.

The following academic staff members successfully completed the programme during 2009:

Name	Faculty
Thabisile Adams	Humanities
Marina Bornman	Economic and Financial Sciences
Phyllis Dannhauser	Humanities
Derek Kolb	Management
Roshini Nayagar	Humanities
Nadia Rhodes	Economic and Financial Sciences
Ray Rhodes	Economic and Financial Sciences
Adrian van Breda	Humanities
Reinette van Gaalen	Economic and Financial Sciences

3.3 Online learning modules on Edulink

In 2008 learning and teaching was further facilitated by means of the integration of technology-assisted learning in all nine faculties. CenTAL's instructional designers (IDs) worked with the instructors from 74 departments who were activated on the Edulink system. (Note that the instructors fulfill different roles and have different access levels, e.g. lecturers, tutors and student assistants.) The table below contains a detailed breakdown of the relevant statistics. The slight decline in the number of departments can most probably be linked to the fact that the previous active lecturer(s) in that specific department has/have left the university and a successor is not yet activated on the system as well as the fact that changes in the structure and number of departments within faculties are also taking place.

Faculty	Departments in UJ (2009)	Departments using Edulink	Modules	Instructors	Students in all modules
Engineering and the Built Environment	15	10	107	308	12 177
Economic and Financial Sciences	4	4	119	480	59 513
Management	10	10	367	700	69 237
Law	5	5	20	49	15 908
Education	5	5	42	110	5 537
Art, Design and Architecture	8	5	56	146	1 891
Humanities	19	19	378	1 778	66 269
Science	14	13	141	390	28 268
Health Sciences	13	8	77	131	6 471
Total 2009	102	74	1 307	4 092	265 271
Total 2008	102	77	1 056	2 328	181 144
Total 2007	102	64	937	Lecturers 503	142 257*

Important legend clarification for block in right hand corner: *This is the number of students per active modules, summed over all modules on Edulink.

NOTES:

- The **number of individual UJ students** who were activated on the system by December 2009 was 39 919 (December 2008 – 28 408) a **40,5%** increase.
- The **number of modules** increased by **23,8%** from 2008 to 2009 (12,7% from 2007 to 2008).
- The **total number of student seats** over all modules increased by **46,44%** from 2008 to 2009 (27,34% from 2007 to 2008).

CenTAL's involvement in this regard is in the following ways:

- Ensure that lecturers are professionally developed lecturers with regard to effective learning and teaching principles and practices whilst integrating Edulink in the learning experiences of students – individually and in group workshops.
- Facilitate the design and development as well as quality care of new online learning modules in collaboration with lecturers.
- Assist and support lecturers and students with the use of Edulink.
- Add extra functionalities to modules activated on the LMS.
- Assist and support students in the use of computers, Edulink and other related educational technologies, especially during the first-year orientation.
- Receive and respond to feedback with regard to educational and TAL-related needs of lecturers, students (and other users) on the different campuses.
- Ensure that the mission-critical LMS (Edulink) and other related software applications (including PowerLinks such as Respondus, LockDown Browser and Turnitin) are accessible, striving towards 24x7x365 days availability.

In order to better manage the workload and organise the distribution of work, CenTAL IDs are allocated to three clusters each with three faculties. Each ID has a primary responsibility within one or two faculties and a secondary responsibility for another faculty in the cluster in times when the staff member with the primary responsibility is not available. The instructional developers, multimedia designer and videoconference technician are allocated to individual campuses where they mainly fulfill student support and training responsibilities.

3.4 Electronic assessments on Edulink

The number of requests from lecturers for activation of modules after attending Edulink overview workshops is still growing as they become aware of the possible benefits to themselves and their students when exploring and implementing the available Edulink tools innovatively and optimally, for example a growing number of lecturers are using electronic formative and summative assessments.

Summary of assessments 2008 and January – June 2009

Volumes	FEFS	Educ	Eng	FADA	Health	Human	Law	Man	Science	Total
#Assessm 2009	119 85	11 8	13 24	5 5	8 6	397 229	5 11	362 122	218 303	1 138 793
#Seats 2009	65 946 85 589	4 916 1 368	6 999 3 988	664 194	5 333 2 656	182 947 94 606	2 597 14 009	152 293 84 746	99 247 163 326	520 942 450 482
#Submiss 2009	71 921 58 366	418 225	583 2 720	54 38	893 439	96 959 56 195	128 4 485	86 384 53 349	29 948 100 720	287 288 276 537

Notes: Assessments in 1st semester already at **69%** of 2008
Seats in 1st semester already at **86%** of 2008

Submissions in 1st semester already at **96 %** of 2008

Summary of assessments 2008, January – March 2009* and January – June 2009

Submission day	FEFS	Educ	Eng	FADA	Health	Human	Law	Man	Science	Total
Monday										
Jan-Dec 08	30	0	3	0	3	54	2	56	14	162
Jan-Mar 09	2*	0*	0*	0*	0*	3*	3*	8*	19*	35*
Jan-Jun 09	3	0	9	0	0	13	4	17	16	62
Tuesday										
Jan-Dec 08	7	0	1	0	1	63	0	28	24	124
Jan-Mar 09	9*	0*	5*	0*	0*	19*	3*	5*	17*	58*
Jan-Jun 09	11	0	6	0	0	28	3	11	27	86
Wednesday										
Jan-Dec 08	25	1	0	0	0	36	0	21	20	103
Jan-Mar 09	7*	0*	1*	1*	0*	8*	0*	4*	15*	36*
Jan-Jun 09	13	0	1	1	0	29	0	6	25	75
Thursday										
Jan-Dec 08	3	1	8	0	0	40	0	40	12	104
Jan-Mar 09	3*	0*	0*	0*	0*	7*	0*	13*	22*	45*
Jan-Jun 09	4	1	3	2	2	19	2	14	18	65
Friday										
Jan-Dec 08	36	3	1	0	1	46	2	106	37	232
Jan-Mar 09	17*	0*	2*	0*	0*	49*	0*	26*	44*	138*
Jan-Jun 09	31	1	2	0	2	76	0	49	67	228
Saturday										
Jan-Dec 08	5	6	0	5	3	152	1	100	94	366
Jan-Mar 09	0*	0*	0*	0*	0*	1*	0*	5*	0*	6*
Jan-Jun 09	16	5	3	2	2	62	2	23	129	244
Sunday										
Jan-Dec 08	13	0	0	0	0	6	0	11	17	47
Jan-Mar 09	2*	1*	0*	0*	0*	0*	0*	2*	12*	17*
Jan-Jun 09	7	1	0	0	0	2	0	2	21	33

Note: Most submissions for the period January – March 2009 were scheduled on a Friday. A communiqué was sent out (see below) with regard to suggested behaviour changes and we now note a more even distribution.

3.5 Recommendations to users of Edulink

3.5.1 Recommendations on the use of Edulink (sent out on 4 March 2009)

Dear Designer/Instructor

We are currently experiencing a huge overflow of the computer laboratories on the different campuses.

*We want to ask you to please cooperate with us to streamline the use of Edulink in the following suggested ways: **Please feel free to contact your relevant Instructional Designer for assistance.***

1. Before uploading onto Edulink, please ensure that your PowerPoint slides are in pdf format and 3 - 6 slides per page and please consider removing coloured backgrounds of slides.
2. Subdivide the learning material into units instead of uploading a complete learning guide.
3. Please limit the duration of formative assessments to a maximum of 30 minutes.
4. Divide your students into groups for formative assessments and make different assessment deadlines per group – this will prevent that a whole group of students flock to the computer laboratories just before the deadline. Rather set deadlines for midnight and not 17:00.

5. Please ensure that the computer laboratory you book is not too large for the number of students, thus resulting in the underutilisation of available computers.
6. In the case of student training, please attend the training session for at least the first ten minutes and if you are not going to use a laboratory that you have booked, please cancel it well in advance.

3.5.2 Streamlined recommendations for Edulink (sent to all designers on 13 May)

Ten more hot tips to streamline your Edulink experience:

1. ***Please contact your relevant Instructional Designer and complete the required forms for Edulink Assessments.***
2. Subdivide the learning material into units and upload this in the ***Learning Module Tool***.
3. Remove the electronic ***Learning Guide*** from Edulink.
4. Utilise the ***Goals*** or ***Calendar tools*** to communicate changes in your course.
5. Please limit the duration of ***formative assessments*** to a maximum of 30 minutes.
6. Upload a ***Word document*** as a “web page” (HTML format).
7. ***Home page***: categorise the files in folders on the home page and limit the use of icons.
8. ***Remove*** all irrelevant and outdated files (audio/video clips).
9. ***Compress or remove images*** as far as possible.
10. To streamline online ***submissions*** of assignments and assessments please adhere to the following recommended days allocated per faculty:

DAY	FACULTY
Monday	FADA, Law & Education
Tuesday	Management
Wednesday	Science & Health Sciences
Thursday	Humanities
Friday	Engineering, Economics & Finances

Please feel free to contact your relevant Instructional Designer for assistance.

3.6 Scheduling of exams

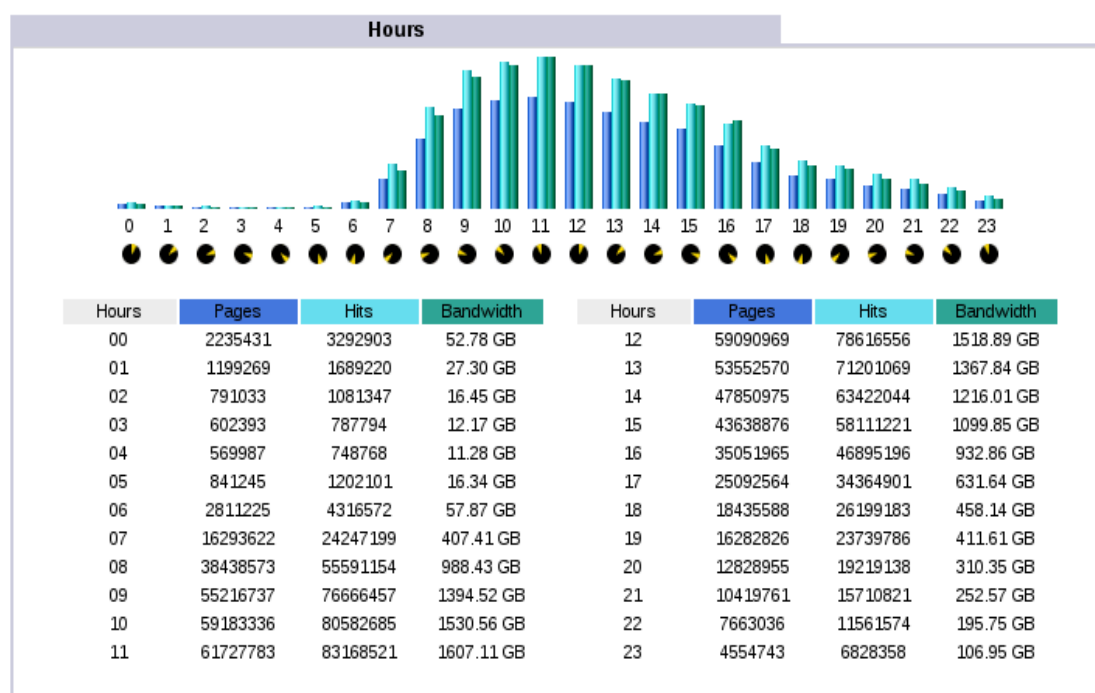
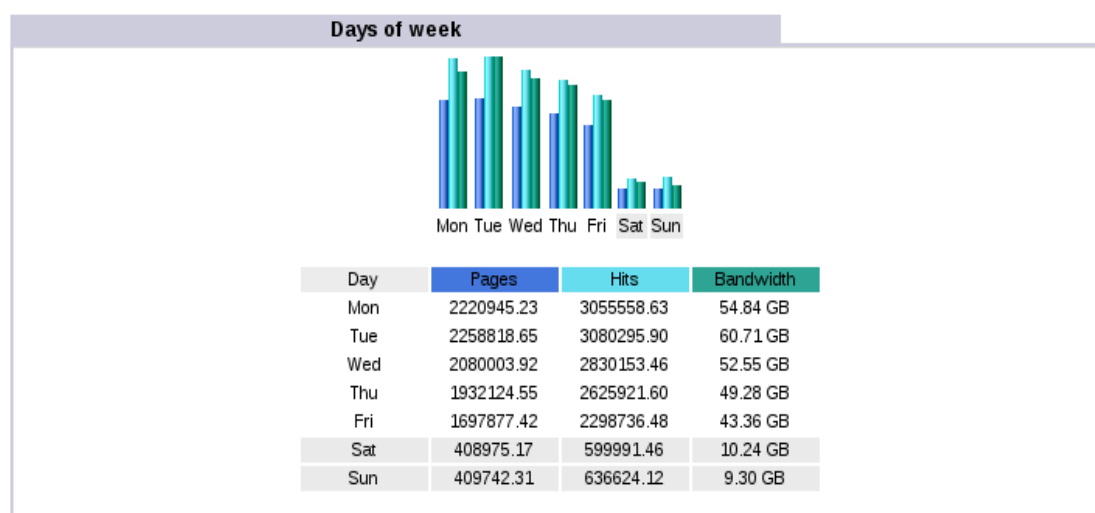
During November 2008 eleven (11) exams were scheduled on Edulink.

During June 2009 eighteen (18) exams were scheduled on Edulink.

3.7 Student survey

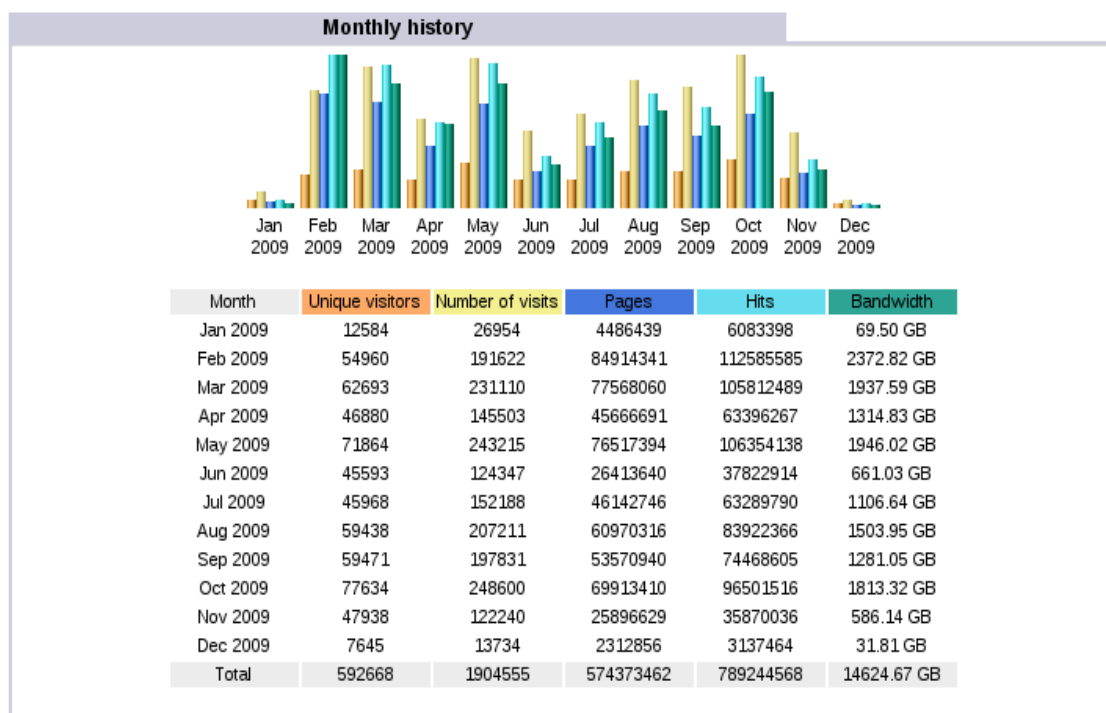
During discussions between CenTAL, ICS and General Administration (GA) it was decided to compile and distribute a student survey with regard to the use of Edulink, computer laboratories and future planning. The survey (see below) was uploaded onto Edulink on 14 July 2009 for completion by 3 August 2009. Some discussions on the initial data analyses of this survey took place at the end of 2009, but the formal completed report will be dealt with in 2010.

3.8 Information on the System Administration of the LMS (Edulink)



Summary					
Reported period	Year 2009				
First visit	01 Jan 2009 - 00:00				
Last visit	31 Dec 2009 - 23:59				
	Unique visitors	Number of visits	Pages	Hits	Bandwidth
Viewed traffic *	<= 592668 Exact value not available in 'Year' view	1904555 (3.21 visits/visitor)	574373462 (301.57 Pages/Visit)	789244568 (414.39 Hits/Visit)	14624.67 GB (8051.79 KB/Visit)
Not viewed traffic *			30284747	33017698	15.63 GB

* Not viewed traffic includes traffic generated by robots, worms, or replies with special HTTP status codes.



The use of Turnitin

Plagiarism is a serious problem at all higher education institutions with serious consequences: If detected and dealt with appropriately, as a form of dishonesty, it can ruin a career or stop a student's academic progress. But if undetected it can do harm to a university's good name and academic integrity!

Electronic detection of plagiarism

The University of Johannesburg has a campus-wide license for Turnitin, which seamlessly integrates with Edulink. After submission of an assignment or assessment, a student or lecturer receives an originality report which indicates different areas of possible plagiarism.

The table below gives an overview of the number of modules, students and submissions during 2006, 2007 and 2008.

Summary: Turnitin usage

Year	No of modules	Students	Submissions	75-100% *	50-74% *	25-49% *	0-24%*
2006	14	475	497	20	28	60	359
2007	108	7 674	8 697	626	545	1 639	4 809
2008	147	11 523	10 311	647	908	2 311	5 455
2009	236	12 692	18 446	1 991	1 744	4 098	9 217

**These percentages give an indication of the extent to which the use of Tii with assignments and other types of assessments revealed matching texts, which suggests possible plagiarism.*

Based on the figures in the table above, it is important to note the increase in submissions, but unfortunately also the sharper increase in the percentage of plagiarism detection. It is however necessary that lecturers within departments and faculties should discuss and agree on the consistent implementation of their own customised policies in line with the UJ policy and based on their own subject fields and contexts. Depending on the context, it is important that there are clear

guidelines on when and how to act upon infringement, whether it is to take the necessary developmental or disciplinary steps, bearing in mind that UJ also has a huge task to teach students about plagiarism and academic literacy to ensure high standards of academic integrity of the institution.

3.9 Learning material projects

The following table gives an indication of the gradual reduction in the number of learning guide projects that were managed by CenTAL. However, CenTAL still provides templates for the learning guides (in line with UJ policies) and gives advice on the design of the learning guides.

CenTAL is also still involved with the design, development and upgrading of CDs (and DVDs) as well as audio and video recordings for uploading into Edulink. For the first time, CenTAL also embarked on a project for a private training institute (Institute for Christian Psychology) to develop videos serving as learning material for their students.

Confirmation note to clarify the serious decline in number of projects in the following table:

As from the first semester 2009 – for implementation in the second semester 2009 – CenTAL was no longer responsible for the coordination of the printing of learning guides in collaboration with Central Administration, although the Centre still worked devotedly with lecturers in the design of learning environments, and the design and development of interactive CDs, for which there has, however, been a lesser demand, due to the time and labour intensiveness of such projects. With CenTAL's help lecturers also started uploading interactive activities, which used to be on CD, into Edulink. As from the second semester 2009, the coordination of the printing of learning guides has become the sole responsibility of academic departments via Central Administration.

LEARNING MATERIAL PROJECTS

CentAL statistics – MMLM designed and developed per semester
Learning material packages: learning guides and interactive CDs

2 0 0 9 (UJ)									
Faculty	Semester 1 (Working on projects for 2 nd semester 2009)				Semester 2 (Working on projects for 1 st semester 2010)				Total
	Learning guides		Interactive CDs		Learning guides		Interactive CDs		
	Afr	Eng	Afr	Eng	Afr	Eng	Afr	Eng	
Arts, Design and Architecture	0	0	0	0	0	0	0	0	0
Economic and Financial Sciences	5	5	2	2	0	0	3	3	20
Education	0	0	0	0	0	0	0	2	2
Engineering and the Built Environment	0	1	0	0	0	0	0	0	1
Health Sciences	0	0	0	0	0	0	0	1	1
Humanities	0	4	0	0	0	0	0	2	6
Law	1	1	0	0	0	0	1	1	4
Management	4	5	0	0	0	0	0	0	9
Sciences	1	5	0	0	0	0	1	1	8
Other	0	0	0	0	0	0	0	0	0
Subtotal 1	11	21	2	2	0	0	5	10	51
Subtotal 2	32		4		0		15		51
Total	36				15				51

3.10 Edulink training sessions for students

CenTAL started towards the end of the second semester to build capacity with four staff members to become involved with student training and support in the computer laboratories on the different campuses. This strategy and initiative is also in line with the needs of the students given during feedback surveys and interviews during CenTAL's Self-evaluation Review and consecutive improvement plan that was submitted to the SQC in May 2009.

The four staff members (two instructional developers, the multimedia designer and video-conference technician) attended "train the trainer" workshops to develop and support the development of their training skills so that they could start training students to ensure that all students on the different campuses will become better equipped with basic computer literacy skills and knowledgeable about the use of UJ's online learning environment, Edulink. They started at the beginning of the second semester with being present to support students on Tuesday and Friday mornings in the computer laboratories on the respective campuses. The project manager also compiled a roster for presenting three different topics on a rotational basis during lunch hours on the different campuses. Reflecting on records and feedback from the individual staff members, it seems that there were only a limited number of students who needed this kind of development and support services during the second semester 2009. However, based on the feedback that we received from the students during the student survey that was conducted at the beginning of the second semester, it seems that quite a number of students are of the opinion that we must offer more student development and support opportunities at the beginning of the year and during the first semester when there is a great need.

- First-year students:
 - A voluntary session in basic computer skills for all new first-year students on APK and SWC
 - A compulsory session in the use of Edulink for all new first-year students on APK and SWC
 - Various sessions, especially on APB and DFC, upon request by lecturers for students on all levels
- Training sessions for first-year students and other groups of students on the use of Edulink:

Name of person and topic	Date	Department and number of students
Arno Louw, Benita Nefdt, Erica Pretorius, Erika Raubenheimer, Rina Durandt, Bella Vilakazi, Anna Coetzee, Emily Leolo, Fatima Rahiman: Edulink hands-on training Computer literacy training	26/01/2009 – 30/01/2009	All new first-year students APK (1 662), SWC (470), DFC (254), APB (1 075) APK (1 604), SWC (289), DFC (188), APB (490)
Arno Louw: IT: Martin Crocket Physics projects and training	20/01/2009	Natural Sciences: Physics (35)
Bella Vilakazi: STH MCom student training	20/01/2009	Honours students (20)
Arno Louw: IT: Arrange with	21/01/2009	Natural Sciences: Physics

Martin Crocket for Edulink access		(35)
Erica Pretorius: Edulink overview	28/01/2009	B Tech Arch (35)
Bella Vilakazi: STH MCom student training	28/01/2009	STH (40)
Erica Pretorius: Edulink overview	30/01/2009	MEd Education (23)
Emily Leolo	01/02/2009 – 31/10/2009 – two days a week	Edulink support and training at SWC campus and assisting at APB and APK campuses
Raymond Mokwele Edulink student support	01/02/2009 – 31/10/2009 – two days a week	All students available in the computer lab needing assistance
Erica Pretorius: Edulink overview	02/02/2009	Law (35)
Najma Agherdien: Plagiarism in general and Tii and submitting assignments	09/02/2009	Postgraduate students in Biochemistry (42)
Bella Vilakazi: Turnitin student training	10/02/2009	Business Management (65)
Erica Pretorius: Edulink overview	13/02/2009	Third Year Arch (45)
Erica Pretorius: Edulink overview	13/02/2009, 11/03/2009	Management (35)
Bella Vilakazi: Turnitin student training	13/02/2009	Business Management (65)
Erica Pretorius: Tutor training	17/02/2009, 24/02/2009	Education (13)
Bella Vilakazi: Turnitin student training	19/02/2009	Business Management (65)
Najma Agherdien: Edulink overview	19/02/2009	Biochemistry (65)
Bella Vilakazi: Turnitin student training	23/02/2009	STH (40)
Erica Pretorius: Edulink overview	28/02/2009	MEd (80)
Erica Pretorius: Edulink overview	05/03/2009	Fashion Design (20)
Erica Pretorius: FADA tutor training	06/03/2009	Architecture (7)
Bella Vilakazi: Turnitin student training	30/03/2009	Marketing (55)
Bella Vilakazi: Turnitin student training	06/04/2009	Business Management (65)
Erica Pretorius: Edulink overview	18/04/2009	Educ Management (85)
Erika Raubenheimer: PDA training	15/05/2009	PDA training – attended/assisted
Erika Raubenheimer: PDA Training	15/05/2009	Geology (40)
Anna Coetzee: Individual support of students in the APB Con-Cowan open microcomputer labs	01/07/2009 – 31/10/2009 – two days a week	Support was individual and varied where needed.
Julia Mabulele: Edulink	01/ 07/2009 – 31 /10/2009 –	DFC Campus lab

student training	two days a week	Soweto Campus Lab APB Campus
Najma Agherdien: Tutor training	13/07/2009	Philosophy (4)
Bella Vilakazi: Assignment & Turnitin student training	15/07/2009	STH (45)
Bella Vilakazi: Tutor training: assessments, discussions, group manager, assignments, Respondus	19/07/2009	Tutor training: Dept of IPPM (65)
Bella Vilakazi: Student training	20/07/2009	BSK (25)
Wilma Elston: Turnitin training	20/07/2009	Student training (45) – Science Faculty
Bella Vilakazi: Turnitin student training	20/07/2009	Industrial Psychology (65)
Bella Vilakazi: Edulink student training	05/08/2009	Entrepreneurship (55)
Erica Pretorius: Edulink overview	14/10/2009	Architecture (51)

3.11 Video studio, computer training room and videoconference venue

This studio and venue is in the B5 Building on APK. It includes a venue with 20 computers which are used for professional development of UJ staff members, including the workshops offered, e.g. by the Human Resources division and CenTAL. The following table gives more detail on its use during 2009.

VIDEO STUDIO ACTIVITIES

1. Audio recordings and video recordings, mainly for multimodal development projects

Date	Time Start	Time End	Subject	Total Recording and Editing Time	Description
18 Feb	11:00	12:00	Fada Christeen	1:30	Sound recording for Video
2 Jun	10:00	13:00	Psychology	3:00	Video recording
9 Jun	10:00	14:00	Psychology	4:00	Video recording
15 June	10:00	13:00	Psychology	3:00	Video recording
20 June	10:00	13:00	Psychology	3:00	Video recording
22 June	10:00	14:00	Psychology	4:00	Video recording
8 July	10:00	13:00	Psychology	3:00	Video recording
30 Jul	10:00	13:00	Psychology	3:00	Video recording
15 Aug	10:00	13:00	Psychology	3:00	Video recording
19 Aug	10:00	13:00	Psychology	3:00	Video recording
16 Sep	10:00	14:00	Psychology	4:00	Video recording
19 Oct	10:00	13:00	Psychology	3:00	Video recording
19 Oct	9:00	9:30	Maths	0:30	Video recording
30 Oct	10:00	13:00	Psychology	3:00	Video recording
4 Nov	10:00	13:00	Psychology	3:00	Video recording
11 Nov	10:00	13:00	Psychology	3:00	Video recording
14 Nov	10:00	13:00	Psychology	3:00	Video recording
27 Nov	10:00	13:00	Psychology	3:00	Video recording
2 Dec	10:00	13:00	Psychology	3:00	Video recording
4 Dec	10:00	13:00	Psychology	3:00	Video recording

2. Videoconferences

Date	Time Start	Time End	Person or Department	Description
18 June	9:00	12:00	Mickey Schlachter	Videoconferencing
27 July	11:00	13:00	Joey Botes NMMU	Videoconferencing
1-4 Sep	9:00	12:00	EJ Meyer Adams management	Videoconferencing
9 Oct	10:00	11:00	Dolly Shiba Planning	Videoconferencing

3. Training activities in the multipurpose venue

Date	Time Start	Time End	Description
14 May	9:00	11:00	Time Management HR
14 May	12:30	14:30	Brown Bag Lunch
19 May	12:30	14:30	Brown Bag Lunch
20 May	9:00	15:00	MS Excel Training
21 May	9:00	11:30	MS Excel Training
22 May	9:00	12:00	MS Excel Training
25 May	9:30	13:00	HR Training
27 May	9:00	13:00	Kick-start: Edulink
29 May	8:30	13:30	Hero's Journey
2 June	9:00	15:00	Keyboard Skills HR
3 June	9:00	15:00	Keyboard Skills HR
4 June	9:00	15:00	Keyboard Skills HR
5 June	8:30	13:00	Hero's Journey
9 June	9:00	15:00	MS Word Training
10 June	9:00	15:00	MS Word Training
11 June	9:00	15:00	MS Word Training
12 June	8:30	13:00	Hero's Journey
17 June	9:00	15:00	MS Word training
18 June	9:00	15:00	MS Word training
19 June	9:00	15:00	MS Word training
23 June	9:00	15:00	MS Excel Training
24 June	9:00	15:00	MS Excel Training
25 June	9:00	15:00	MS Excel Training
26 June	8:00	11:00	CenTAL working session
6 July	9:00	15:30	Keyboard skills
7 July	9:00	15:30	Keyboard skills
8 July	9:00	15:30	Keyboard skills
13 July	9:00	15:30	MS Access Training
14 July	9:00	15:30	MS Access Training
15 July	9:00	15:30	MS Access Training
16 July	12:00	17:30	Patent office training
17 July	9:00	13:00	Edulink training
20 July	9:30	16:30	HR Audit meeting
21 July	9:00	15:30	MS PowerPoint training
22 July	9:00	15:30	MS PowerPoint training
23 July	9:00	15:30	MS PowerPoint training
28 July	9:00	15:30	MS Word beginners
29 July	9:00	15:30	MS Word beginners
30 July	9:00	15:30	MS Word beginners

3 Aug	9:00	11:00	EduLink Training
4 Aug	9:30	16:30	Patent Office Training
5 Aug	10:00	15:00	Program Workshop
7 Aug	9:00	10:00	KPA Meeting
11 Aug	9:00	15:30	Ms Access Training
12 Aug	9:00	15:30	Ms Access Training
13 Aug	9:00	15:30	Ms Access Training
18 Aug	9:00	15:30	Ms PowerPoint Training
19 Aug	9:00	15:30	Ms PowerPoint Training
20 Aug	9:00	15:30	Ms PowerPoint Training
21 Aug	11:00	12:30	Skills testing
28 Aug	9:00	15:30	Hero's Journey
1 Sep	9:00	16:00	Patent office Training
9 Sep	9:00	16:00	Patent office Training
11 Sep	9:00	11:00	EduLink Training
15 Sep	8:30	15:00	MS Word Training
16 Sep	8:30	15:00	MS Word Training
17 Sep	8:30	15:00	MS Word Training
18 Sep	8:30	15:00	EduLink Training
1 Oct	9:00	10:30	Tutor training
6 Oct	10:00	13:00	Program working committee
8 Oct	8:30	12:00	PDF Training
13 Oct	9:00	15:30	MS Excel Training
14 Oct	9:00	15:30	MS Excel Training
15 Oct	9:00	15:30	MS Excel Training
20 Oct	9:00	15:30	MS Word Training
21 Oct	9:00	15:30	MS Word Training
22 Oct	9:00	15:30	MS Word Training
27 Oct	9:00	15:30	MS Excel Training
28 Oct	9:00	15:30	MS Excel Training
29 Oct	9:00	15:30	MS Excel Training
12 Nov	10:00	13:00	EduLink Training
16 Nov	9:00	15:30	MS Word Training
17 Nov	9:00	15:30	MS Word Training
18 Nov	9:00	15:30	MS Word Training
19 Nov	9:00	15:30	MS Excel Training
20 Nov	9:00	15:30	MS Excel Training
21 Nov	9:00	15:30	MS Excel Training
3 Dec	8:30	13:00	EduLink Training

3.12 Research, Development and Innovation

In the light of CenTAL's dynamic and ever changing environment of ICTs for education, CenTAL also needs to be engaged with research-based activities and projects. CenTAL's primary role is to provide professional academic development and support services to ensure the successful and innovative roll-out of TAL for all staff and students at UJ and on all campuses. It should, however, be noted that all CenTAL staff members presently don't have academic or research posts and that time available for research is limited in the light of the increase in the demands and expectations because of the tremendous increase in the numbers of users on all campuses over a relative short period of time (two years).

Nevertheless, the Boyer approach to scholarship as adapted by Edge Hill University in the UK (Scholarship of application, discovery, integration and learning) to integrate theory into the practice and scholarship of learning and teaching needs to be further developed and implemented to underpin and inform all our activities. The following research areas are applicable and could be focused on to underpin and inform CenTAL's core activities on a continuous basis:

- i) Valuable and meaningful contributions towards the First-year Orientation and Experience.
- ii) Authentic strategies for academic professional staff development to ensure effective teaching and learning practices while integrating and optimising TAL within the UJ multi-campus environment.
- iii) Innovative design and integration of learning and assessment activities to ensure that TAL contributes to the development of strategic, self-directed and deep learning – including problem-based learning where applicable and in support of the UJ teaching and learning strategy.
- iv) New educational technologies, its functions and optimisation and how to meaningfully integrate to enhance and provide more and more varied interactive communication, learning, teaching and assessment opportunities.
- v) Development and implementation of innovative learning, teaching and assessment strategies and opportunities, also while teaching the Hero's Journey.
- vi) Different evaluation strategies on effectiveness, contributions and value added by different TAL-related learning interventions with regard to retention of students, throughput, etc.

All of the above-mentioned areas could include either quantitative or qualitative approaches or a combination of both and should be focused on by individuals, teams and/or in collaboration with lecturers and relevant role players.

The following subheadings and its contents give an overview of the involvement of individual staff members in research, development and innovation activities on different levels.

3.12.1 CenTAL staff members' attendance and participation in several local and international conferences organised in South Africa

National

a) Presentations

Name of person	Title of presentation	Name of conference, date and place
Marlena Kruger	The experience of students, focusing on the integration of technology-assisted learning	Developmental Study: Colloquium, 15 April 2009, Bloemfontein
Najma Agherdien & Arno Louw	A proposed instrument for achieving professional development of lecturers	Blackboard Africa Users Conference, 16-17 April 2009, Bloemfontein
Marlena Kruger	Innovative daily practice: Integrating the Learning Management System	Blackboard Africa Users Conference, 16-17 April 2009, Bloemfontein
Marlena Kruger	Infiltrating the hearts while pushing the limits	Developmental Study: Colloquium, 23 November 2009, Johannesburg
Arno Louw and Heidi Schoeman (Faculty	Online discourse in discussions for Law students	HELTASA Conference 25-27 November 2009,

of Law)		University of Johannesburg (APB Campus)
Arno Louw and Riette de Lange (CPASD)	Do students understand the Teaching Evaluation questions?	HELTASA Conference 25-27 November 2009, University of Johannesburg (APB Campus)
Arno Louw and Najma Agherdien	Professional Development – focusing on the tool is not cool	HELTASA Conference 25-27 November 2009, University of Johannesburg (APB Campus)
Erica Pretorius	Module design strategies for visually impaired students at Higher Education Institutions	HELTASA Conference 25-27 November 2009, University of Johannesburg (APB Campus)
Marlena Kruger	Students' patterns and predictions: Do they match?	HELTASA Conference 25-27 November 2009, University of Johannesburg (APB Campus)
Gerda van Wyk, Pauline Machika and Maxine Schandler (ADC)	Do foundation programmes contribute to the academic success of under-prepared students?	HELTASA Conference 25-27 November 2009, University of Johannesburg (APB Campus)
Bella Vilakazi	Assessment activities on Edulink for meaningful learning	Blackboard Africa Users Conference, 16-17 April 2009, Bloemfontein

b) Participation

Name	Conference: date and place
Najma Agherdien	SAFIPA Conference, 8-10 June 2009, Pretoria
Anna Coetzee	Research Methodology Winter School at UJ offered by the UJ Faculty of Education Centre for Education Practice Research. Attended for the duration from 29 June to 4 July
Erica Pretorius	World Usability Day Conference, 9 November 2009, Pretoria
Najma Agherdien	World Usability Day Conference, 12 November 2009, Pretoria
Erica Pretorius	National Disability Indaba, 18-20 November 2009, Sandton Convention Centre, Johannesburg
Najma Agherdien	HELTASA Conference, 25-27 November 2009, University of Johannesburg
Anna Coetzee	HELTASA Conference, 25-27 November 2009, University of Johannesburg
Franci Janse van Vuuren	HELTASA Conference, 25-27 November 2009, University of Johannesburg
Wilma Elston	HELTASA Conference, 26 November 2009, University of Johannesburg
Julia Mabulele	HELTASA Conference, 25-27 November 2009, University of Johannesburg
Bella Vilakazi	HELTASA Conference, 25-27 November 2009, University of Johannesburg

International

a) Presentations

Name of person	Title of presentation	Name of conference, date and place
Franci Janse van	Managing the multitudes: Making	Educause Australasia, 4-6

Vuuren	sense within the plethora of integrated flexible learning environments	May 2009, Perth Australia
Erica Pretorius	The Learning Module Tool for All, including Visually Impaired Students	Blackboard World Conference 09, 10-17 July 2009, Washington DC USA

b) Participation

Name of person		Name of conference, date and place
Retha Bosman	Attended	International Conference on Language Policy, Planning and Support in Higher Education, 17-20 November 2009, Spier, Stellenbosch
Ferdinand van Zyl	Attended – Developers' conference	Blackboard World Conference 09, 10-17 July 2009, Washington DC USA

3.12.2 Publication appearing in 2009 in conference proceedings, co-authored by CenTAL staff member

Name of person	Title of publication	Address of website publication
Franci Janse van Vuuren and Mandi Axmann (Open Universities Australia)	Managing the multitudes: Making sense within the plethora of integrated flexible learning environments	Available on the Educause Australasia 2009 website: http://www.caudit.edu.au/educeauseaustralasia09/program/abstracts/wednesday/Francina-Janse-Van-Vuuren&Mandi-Axmann.php

3.12.3 Staff members enrolled for a formal accredited short learning programme or registered for a formal degree programme

Name of person	Programme	Institution
Anna Coetzee	Proposal for Masters' degree accepted	UJ (Faculty of Education)
Wilma Elston	Assessor's Course	UJ
Bella Vilakazi	Assessor's Course	UJ
Arno Louw	Assessor's Course	UJ
Emily Leolo	Assessor's Course	UJ
Julia Mabulele	Assessor's Course	UJ
Robert Molepo	BTech IT	UJ

3.12.4 Developmental study towards effective practices in technology-assisted learning in collaboration with twelve other South African universities and the Edge Hill University in the United Kingdom

Background: Prof I Broere and Dr M Kruger from UJ and Prof Mark Schofield of Edge Hill University (EHU) have embarked on a collaborative project with the overall goal to enhance the implementation and integration of technology-assisted learning (TAL) at higher education institutions. To further this, we have signed a *Memorandum of Understanding* in 2007 and have started an international and inter-institutional study project towards effective practices in TAL. The aims of the proposed study, as already formulated in our invitation to prospective participants in April 2008, are to:

- enhance the quality of learning provision in participating universities through technology-assisted learning;
- provide facility to meet needs identified in self-evaluation and review by creating sightlines of knowledge transfer between participant universities, including identification of research themes and development of research capacity as appropriate;
- test such a collaborative model, through research, as a basis for meeting the demands of other challenges in the South African higher education system.

From 12 lenses to six teams: As a tool for this project, we have identified nine “lenses” of self-evaluation and review. It has been used to survey participating universities’ present and future activities in TAL in that participating universities were invited to submit information with these lenses as headings. A “Combined Report” was created by us and discussed at a workshop offered by UJ on 28 May 2008. During this workshop, attended by 20 participants from 13 universities, some lenses were refined and three new lenses were formulated. These renewed lenses were used in a second, similar round and a “Second Combined Report”, with updated and new input received from again 13 universities, was created by us and discussed during a second workshop hosted by UJ on 10 October 2008. In the run-up to this workshop, participants were also invited to offer areas of strength and areas for development (ASADs) of their TAL activities. During this workshop, attended by 14 participants from 10 universities, a concept matrix for development (based on the 49 ASADs received) was also refined. Six teams, with convenors and colleagues from all the participating universities, who will develop position papers on the six topics identified through this matrix, were also appointed. During the last part of both workshops (in May and October), we had a videoconference with Prof Mark Schofield to keep him informed of the progress made and to discuss the way forward. We were also in regular contact with him during the year and we visited him early in June 2008 and attended the SOLSTICE 2008 Conference hosted by the SOLSTICE Centre for Excellence in Teaching and Learning. During this visit we also appeared as guest panel members at the research seminar that was hosted by EHU the day before the conference.

A summary of the outcomes of the 10 October workshop as well as a “Third Combined Report” was compiled by Prof Broere and Dr Kruger. A time framework for the third phase of the project during 2009 was also compiled. In the developmental process that followed during the first three months of 2009, a web space made available by the University of North-West (NWU), with blogs and wikis, was used to keep all participants informed of the progress by the individual teams.

It was envisaged that the six teams will develop at least six position papers which

- would be offered at a colloquium planned for 15 April 2009 at UFS in Bloemfontein where the sharing of findings would be a highlight of our developmental process – it was scheduled for the day before the Blackboard Africa Users Conference that would be hosted by CUT on 16-17 April 2009;
- they could publish as they see fit after the colloquium in Bloemfontein;

- included one on “Research and development on TAL, especially on the experience of students” with Dr M Kruger as convenor.

This colloquium with its envisaged presentations and meaningful discussions took place successfully. During the second semester 2009 a second survey was sent out to participants to focus on several aspects of the study and a second colloquium took place at the University of Johannesburg on 23 November 2009 (a day before the HELTASA pre-conference workshops). Several presentations from participants of the different universities reflected on progress or status of two or three lenses identified during 2009 and challenges for the future. Prof M Schofield of the UK also shared some of the outcomes of the research process thus far, including some experiences by the participants and the identification of hard and soft outcomes for the institutions, programmes, groups and individuals.

During the second colloquium in November 2009, it was proposed and agreed with the leaders (in TAL) from the different universities to make themselves available for interviews to focus on the factors that play a role when they decide to collaborate on the developmental study towards effective practices in TAL in HEIs in South Africa. These interviews should take place during the first semester 2010.

3.12.5 Inter-HE institute meetings with sister/peer departments

In 2009 two “ITS_UP_TU_UJ and US and Bloem” meetings took place. The first one was hosted by UP in May and the second one by UJ in October. Both these symposia were well attended and with valuable information shared and opportunities for networking with peers in sister institutions who are doing similar academic development and support work while enhancing and growing effective learning and teaching practices with the use of TAL.

4. GOVERNANCE REVIEW

In the beginning of 2009, for the months of January and February, CenTAL reported directly to the ED: ADS. Thereafter, CenTAL reported via the Operational Director: ADS to the Executive Director: ADS who is reporting to the DVC: Academic.

With the approval of the position of Senior Instructional Designer (ID) towards the end of 2008 (but only filled from May 2009) it was envisaged that CenTAL’s Management Committee should consist of its Director, Dr Marlena Kruger, the Learning Technology Advisor (LTA), Ms Erika Raubenheimer, and the Project Manager (PM), Ms Franci Janse van Vuuren as well as the Senior ID, Dr Wilma Elston. The Management Committee meets monthly and is collectively responsible for the strategic direction of CenTAL as well as all the tactical and operational activities of CenTAL’s staff members and their contributions. Refer to paragraph 2 of this report for the detailed organogram.

All staff members reported directly to the Director, the LTA, the PM or Senior ID. Coordination and communication within the Centre took place during weekly report back meetings as well as monthly staff meetings. Two-way communication and feedback take place on an ongoing basis via e-mail and/or individual face-to-face appointments and an open door policy is followed, i.e. all staff members are welcome to talk to each other informally about work-related topics or any other topic that they think needs some interactive discussions, reflection and/or follow-up.

The establishment of an advisory board for CenTAL was approved by the Senate in October 2008 with representatives from each faculty, the CIO, the ED from the UJLIC, directors from General Administration and CenTAL, two CenTAL management staff members and two additional CenTAL instructional designers.

There were four quarterly meetings scheduled for 2009 of which three took place. An ICT subcommittee of the Senate Teaching and Learning committee, as recommended by UJ's Teaching and Learning Strategy, was also established and met quarterly. Several key stakeholders, including representatives from all nine faculties, the CIO (from ICS), EDs of the Research division and of the Library and Information Centre and directors of General Administration and CenTAL constitute this committee. The chairperson of both the Advisory Board and ICT subcommittee is the ED: ADS, although the DVC: Academic chaired the first two meetings of the ICT subcommittee.

5. FINANCIAL REVIEW

Available on request.

6. QUALITY

Quality assurance and planning is integrated and embedded in all CenTAL's activities. This is evidenced by:

- Hero's Journey: Formative and summative feedback from all the participants (lecturers who enrolled for the accredited short learning programme as students) were collected whereafter a report was compiled. This report was used as basis for a critical review workshop in the beginning of 2009 during which substantial amendments were discussed and accepted for the facilitation of the Hero's Journey in 2009.
- Professional Development workshops: A variety of Kick-start Rendezvous or Brown Bag Lunch workshops were offered. Workshop evaluation forms are completed by the participants at the end of each workshop and according to these feedback, small adjustments are made where and when necessary before the next similar workshop. Lecturers must attend a three hour Kick-start workshop if they want to get their module(s) activated on the LMS. They then receive an option to use a faculty template with minimum guidelines that serve as frameworks in this environment.
- Learning design projects and processes: The ADDIE model is used as our framework and approach to the design and development of learning environments and associated materials. As part of this process, there are formative and summative evaluation phases with feedback cycles included that contribute quality inputs at different phases of the development cycles. We are also providing learning guide checklists and templates to lecturers to provide them with minimum standards according to the approved UJ policy on learning materials development.

6.1 The effectiveness and efficiency of a quality management system in CenTAL

The CenTAL Self-evaluation Review (SER) took place in August 2008 and the report from the external panel was received in November 2008. Based on this report, CenTAL submitted an improvement plan to the Senate Quality Committee (SQC) in April 2009. The implementation of

this improvement plan (including actions, responsible staff members and associated timelines) was monitored and discussed on a regular basis at the ADS Quality Promotion Committee and CenTAL's staff meetings. A progress report needs to be submitted to the SQC by April 2010. Dr Marlena Kruger (chairperson) and Ms Retha Bosman represent CenTAL on the ADS Quality Promotion Committee.

Regular and ongoing review of the effectiveness and efficiency of internal and external processes and procedures as well as interactions and communication with faculties, divisions and departments in the university take place. These processes and procedures are documented, updated and communicated regularly to role players at meetings and via e-mail with the focus on quality improvement. There is also an online repository with the resources available for easy access and the latest versions of documents.

Bi-weekly meetings with the CIO from ICS and monthly meetings with the director and manager of the computer laboratories take place to ensure good collegial working relationships and because of our interdependency on one another for successful implementation and roll-out of effective learning and teaching practices, including the use of ICTs in education.

However, it is important to note that the lack of capacity and the resultant heavy workload in the Centre need to be addressed urgently to ensure that high quality professional services are delivered on all campuses.

7. RISK MANAGEMENT: UPDATED RISK REGISTER AND RISK MITIGATION STRATEGY

Internal to CenTAL:

Over the past two years, CenTAL has struggled to fill its vacant positions. The staff members who need to fill these positions have highly specialised and critical scarce skills. Added to this reality is the fact that UJ can't compete salary-wise with its peer institutions (WITS, UNISA, TUT and UP). In other words, if staff members are offered similar jobs at these institutions and in the corporate environment, UJ is losing staff without being able to offer competitive packages for retaining them. The other contributing factor that aggravates the risk is the lack of visible career paths.

Overall we do not have enough CenTAL staff members to render high quality professional services on all campuses. The fact that we have been short staffed already for close to two years, is also aggravating the situation. All staff members need to share the additional workload of vacant positions and associated responsibilities over a prolonged period. It seems that this reality is also adding up towards losing crucial staff members at crucial times and their experience and skills are difficult to replace.

Rising expectations and needs of lecturers and students using the LMS, are also adding extra pressure, since many if not all of them expect to be helped almost immediately since their problems need be solved soon. It is also difficult to keep the balance between our primary responsibility of rendering professional services and supporting the users of TAL and the ideal situation of becoming more involved in research-based projects and learning activity design whereby the facilitation of transformational approaches towards learning and the design of engaging and authentic learning and assessment tasks, including problem-based learning, are given the highest priorities. These transformational learning approaches do not happen overnight and are built on trusting relationships which take time to implement.

We don't need to put strategies in place to increase the numbers of activated modules on the LMS (per department and faculty), but the bigger challenge is to spend enough time with regular follow-up appointments with "champion-to-be lecturers". This should lead to meaningful contributions towards the provision of more engaging and transformational learning experiences on the side of the students with the result of better throughput and retention rates.

The ongoing changing environment of CenTAL and associated adjustments to processes and procedures and job focus areas, are tiring and need to be managed carefully and sensitively on an ongoing basis.

External (but in UJ):

The exponential growth of online learning as an integrated part of UJ's teaching and learning strategy has been of such an extent that it warrants urgent attention and focussed institutional planning to ensure UJ's competitive advantage and image as an institution for the preferred student experience.

The provision of sufficient access to computers for students is critical for maintaining the required TAL momentum on all campuses. The challenge for UJ (and CenTAL) is in the provision of sufficient facilities for students on campuses and in residences because of the exponential growth and uptake of TAL. It seems it is happening due to the lecturers' perceived and real value of TAL for themselves and their students on different levels, including enhancement of the learning experiences and better throughput of their students.

There are still some challenges linked to the availability and costs of international bandwidth, and therefore students are sometimes experiencing frustrations during peak times to submit assignments to Turnitin (Tii) to receive originality reports and check levels of plagiarism.

External to UJ:

The ongoing costs and sustainability of access to enough computers and the need for associated infrastructure is critical for the LMS and other integrated IT systems run by the UJ. The possible implementation of a cost recovery model on a sliding scale linked to meaningful and responsible usage of bandwidth and internet resources should be further explored to ensure the sustainability of the UJ teaching and learning strategy and associated competitive edge of UJ to become a world class higher education institution.

8. STRATEGIC THRUSTS FOR 2010

The implementation of the following strategies:

- The identification of at least three modules per faculty, linked to predefined criteria, for focused engagement with the lecturer(s) to ensure the implementation of effective learning and teaching practices, while integrating TAL in those modules. At least one of these modules will be documented and will also become the success story of that faculty during the first semester.
- The EdulinkNextGen pilot project during the second semester in preparation of the full roll-out of the new version of Edulink in January 2011. This project starts with the identification

of at least three lecturers or modules per faculty (ideally on different campuses) to become involved. An integrated and complex project plan with different key focus streams has been drafted, a core team has been compiled and this team has weekly project meetings. Several PD workshops and training sessions for lecturers and students in the new system are planned, starting from middle March 2010.

- The Hero's Journey (authentic, accredited short learning programme for lecturers) which will focus on curriculum development – starting in May.
- Ongoing computer and Edulink training opportunities for student development and support on all campuses; also part of extended first-year orientation and first-year experience initiatives, especially during the first semester.
- Educational professional development workshops for lecturers, while focusing on effective teaching and learning practices integrating TAL (Kick-start Rendezvous and Brown Bag Lunches).
- Renewed and additional focus on the use of Turnitin (Tii) to ensure that staff and students are more aware of plagiarism to enhance the development of students' academic literacies and ensure high standards of academic integrity of the institution.
- Change management strategies as part of an ongoing process for CenTAL's internal changes in processes and focus areas as well as integral to PD interactions with all lecturers, during student training sessions and other key role players at UJ.
- Promotion of educational research, development and innovation activities of CenTAL staff especially in collaboration with lecturers to contribute to the body of knowledge on TAL-related interventions and effective learning and teaching practices in TAL.
- Ongoing support and access to assistive technologies with regard to people with disabilities in collaboration with the Unit for People with Disabilities.
- The kick-off of the community engagement project at Melville Primary School.

Compiled by Marlena Kruger with input from all CenTAL staff members

Edited by Retha Bosman

5 March 2010